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Market Day and Entrepreneurial Career Development for Early Childhood

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Abstract

This study aims to determine the implementation of the market in the context of establishing entrepreneurial careers in early childhood at Aisyiyah Kindergarten Kartasura Branch (TK ACK). The research method uses qualitative phenomenological research case studies. The subjects of the study are teachers and students of ACK Kindergarten. The research informants were the principal, parents of students and the management of Aisyiyah Kartasura Branch. The data collection tool uses participatory observations, in-depth interviews, and document studies. The data validity technique uses triangulation of sources and methods. The data analysis technique uses an interactive analysis model. The results of the study show that the market day is in accordance with the internal spirit of the affiliate and in accordance with the vision, mission and goals of the institution. Parents' participation in setting up stands for children to sell merchandise. Students make their own items that will be sold on the minus one day of implementation. The implementation of selling students by practicing by writing down the type of products sold and the price with the help of parents, students practice price bargaining, and calculate returns and income from buying and selling. The skills that appear in Market Day can strengthen the mastery of 21st century skills: : Communication skills, Creativity, Collaboration, Social skills, Literacy skills, Social responsibility, Innovation skills dan Thinking skills.
Keywords: *Market Day; Entrepeneurial; Early Childhood.*

Abstrak

Penelitian ini bertujuan untuk mengetahui implementasi market dalam rangka pembentukan karir wirausaha pada anak usia dini di TK Aisyiyah Cabang Kartasura (TK ACK). Metode penelitian menggunakan penelitian kualitatif fenomenologik studi kasus. Subyek penelitian adalah guru dan siswa TK ACK. Informan penelitian adalah kepala sekolah, orang tua siswa dan pengurus Aisyiyah Cabang Kartasura. Alat pengumpulan data menggunakan pengamatan berperanserta, wawancara mendalam, dan studi dokumen. Teknik keabsahan data menggunakan triangulasi sumber dan metode. Teknik analisis data menggunakan model analisis interaktif. Hasil penelitian menunjukkan bahwa market day sesuai spirit internal afiliasi dan sesuai dengan visi, misi serta tujuan lembaga. Keikutsertaan orang tua dalam penyiapan stand untuk tempat anak menjual barang dagangan. Siswa membuat barang-barangnya sendiri yang akan dijual pada hari minus satu pelaksanaan. Pelaksanaannya siswa menjual dengan mempraktekkan dengan membuat tulisan jenis produk yang dijual dan harganya dengan dibantu oleh orang tua, siswa mempraktekkan tawar menawar harga, menyepakati harga dan menghitung pengembalian dan pendapatan dari jual belinya.
Kata Kunci: *Market Day; Kewirausahaan; Anak Usia Dini.*

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Introduction

However, they face many obstacles, including a lack of entrepreneurial skills and education, experience, resources, networks, and family support to start and run a business (The SMERU Research Institute, 2021). As a result, according to the Minister of Industry, Agus Gumiwang Kartasasmita (Administrator Indonesia Go Id, 2022), the current rate of Indonesian entrepreneurship is still around 3.47% of the total population of Indonesia. This rate is lower than neighboring countries, such as Singapore (8.5%) and Thailand & Malaysia (4.5%). As we know, to become a developed country, it must be at least 4% of the population (Sugiarto, 2021). The World Bank report (Meunier et al., 2024) shows that high-income countries have about 7.3 new businesses (or companies) per 1,000 adults. The new business is a representation of a new entrepreneur. Conversely, low-income countries only have 0.4 new businesses per 1,000 adults. This condition shows great potential for low-income countries to increase formal entrepreneurial activity and business density. The data also reveal that the existence of entrepreneurs, both individually and collectively, has a major role in supporting the progress and economy of a country (Aini et al., 2023). Based on the World Bank data, the majority of young people in low-income countries, including Indonesia, aspire to become civil servants. As a result, this condition burdens the employee spending budget in the State Budget (APBN) and Regional Budget (APBD). Meanwhile, in developed countries like South Korea and Japan, people no longer find the civil service attractive (Narasi, 2025). This is because people in developed countries value innovation and creativity offered by the private sector and entrepreneurship more.

The Indonesian government plans to change the current conditions by developing entrepreneurship through Presidential Decree Number 2 of 2022 concerning National Entrepreneurship Development. This Presidential Decree aims to encourage the growth of young entrepreneurs and strengthen existing entrepreneurs, classifying them with the terms prospective, novice, and established entrepreneurs (Presiden RI, 2022). However, government support is quite late since educational institutions have long been trying to change this condition through education - through intra-curricular, co-curricular, and extra-curricular activities. Intra-curricular education is carried out through Entrepreneurship Education subjects/lectures. Co-curricular activities are carried out as assignments in intra-curricular activities. Extracurricular activities are organized through student cooperative institutions.

Entrepreneurship education has been widely developed in educational institutions and many studies have been conducted on it. It is believed that entrepreneurship education at the elementary school level can minimize children’s consumption habits, encourage them to create products with selling values and produce the next generation who can create jobs in the future (Putri & Nawawi, 2024). Entrepreneurship education is very important to increase children’s knowledge of entrepreneurial values, making them have an independent, creative, innovative, persistent, and leadership spirit, all of which can be applied in everyday life in the future (Dwiarwati et al., 2023).

Entrepreneurship education has a positive and significant influence on entrepreneurial interest and mindset, where entrepreneurial mindset has a positive and significant influence on entrepreneurial interest (Komaria et al., 2023), entrepreneurship education has a positive and significant influence on students’ entrepreneurial interest (significance value of $0.001 < 0.05$) (Kartikasari & Santi, 2024). The better the family environment and entrepreneurship education, the higher the students’ entrepreneurial interest (Rohmah & Wahono, 2022), whereas entrepreneurship education affects students’ entrepreneurial interest (Tambengi & Mohehu, 2024). The exogenous variable, entrepreneurship education, has a direct and significant influence on entrepreneurial interest and individual entrepreneurial orientation indirectly mediates the correlation between the exogenous variable (entrepreneurship education) and endogenous variable (entrepreneurial interest) (Sofiani & Subroto, 2024). Entrepreneurship education influences the entrepreneurial interest of students at SMP Alam Ar Ridho Semarang (Akmal et al., 2020).

Entrepreneurship education aims to foster children’s entrepreneurial characters through various strategies, including modeling, field trips, observations, market days, entrepreneurial internships (Rachmadyanti & Wicaksono, 2016), cooperative learning (Rahayu, 2023), as well as

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demonstration methods and direct experience through creativity, such as cooking classes, making used material works (Nasution, 2023), role models (Ginting et al., 2024), simulations, socio dramas, & habituation (Nurjanah et al., 2024), role-playing (Nurhayati & Millenia, 2024), and market days at elementary school level (Amalia & Andriani, 2023; Farichah & Abidin, 2023; Huda et al., 2022) and kindergarten level (Hanik et al., 2023).

Entrepreneurship taught through various methods aims to shape children's character to be independent and create jobs for others (Maulida et al., 2021); strengthen socio-emotional indicators, including (a) self-awareness, (b) self-management, (c) social awareness, (d) relationship skills, (e) courage in decision making (Amalia & Andriani, 2023), better public speaking skills, decreased anxiety, confidence when speaking, skills in selling their goods/services and communicating to potential buyers (Artalita & Sunaryo, 2025; Hudiya et al., 2023); strengthen aspects of hard work, discipline, and responsibility (Triana et al., 2024); develop creativity, problem-solving skills, social skills, and responsibility (Iftitah, 2024); and instill the values of independence, creativity, risk-taking, leadership, action-oriented attitudes, and hard work (Suharyoto, 2017).

There is a lot of research on entrepreneurship education through Market Day. The entrepreneurial values in early childhood education are integrated through craft activities and role-playing as sellers and buyers in a market-like atmosphere at an early childhood education center in Bandung (Nurhayati & Millenia, 2024). The social-emotional skill indicators of children aged 5-6 years have been achieved in Market Day activities, but 3 children have not yet achieved this indicator because these children have not obeyed the rules and have not interacted with their peers during Market Day activities. Furthermore, the obstacles faced by teachers in implementing this Market Day activity are the lack of accompanying teachers in the activities, teachers still have difficulties during buying and selling activities, and they do not understand the situation during Market Day activities (Juwita, 2022). There is a significant difference between the experimental group and the control group after the treatment. The experimental group is calmer when it is their turn, more independent, and respects their peers, for example in price negotiations. In conclusion, this method can stimulate the social-emotional development of group B children at the Prima Cendekia Islamic School Kindergarten in Grogol, Kediri, Indonesia (Shanty et al., 2023). This study aims to examine the implementation of Market Day at Aisyiyah Kindergarten in the Kartasura Branch.

Methodology

This research aimed to reveal the actual condition of the teaching process of entrepreneurial values through Market Day activities for early childhood at TK Aisyiyah in the Kartasura Branch or known as TK ACK. This qualitative research applied the case study method. This study examined the Market Day phenomenon experienced by research subjects, consisting of ACK students and teachers. The researcher analyzed behavior, perception, motivation, actions, and so on holistically with descriptive methods in the form of words and language in the context of Market Day. This study used a case study method, an in-depth study of a particular social unit, the results of which were a complete and well-organized description of Market Day at ACK. The subjects of the study were ACK students and teachers, while the informants were the principal, parents, and administrators of Aisyiyah Kindergarten in the Kartasura Branch.

Data were collected through participant observation, in-depth interviews, and document studies. Participant observation was conducted by the researchers involved in Market Day activities, starting from the planning process, implementation, and evaluation to examine the dynamics of the activities. In-depth interviews were conducted with the principal, teachers, and parents. The documentation study used activity reports and books that record the Market Day activities. The data validity technique used was a triangulation of sources and methods to obtain consistent data. Data were analyzed using an interactive analysis model (Miles et al., 2014). The steps included: *first*, after data collection was complete, the data were reduced by categorizing, directing, and discarding the unnecessary; *second*, the reduced data were presented in narrative form; and *third*, conclusions and verification were conducted from the data presented in the second stage.

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Result and Discussion

Entrepreneurial Spirit of Aisyiyah Kindergarten, Kartasura Branch

Market Day event has been conducted in the last 5 years. The activities have progressed every year. In the beginning, this activity was more dominant in involving parents, starting from the planning, implementation, to evaluation stages. During the research, this activity only involved parents in preparing sales stands for their children.

Market Day activities refer to the spirit of Prophet David. This is based on the statement of a teacher (W.1.KS):

> *"This activity was inspired by the spirit in the Hadith of the Prophet Muhammad which states:*

عَنْ الْمِقْدَامِ رَ ضِيَ اللهُ عَنْهُ عَنْ رَسُولِ اللهِ عَلَيْهِ وَ سَلَّمَ قَالَ مَا أَكَلَ أَحَدٌ طَعَامًا قَطُّ خَيْرًا مِنْ أَنْ يَأْكُلَ مِنْ عَمَلِ يَدِهِ وَ إِنَّ نَبِيَّ اللهِ دَاوُدَ عَلَيْهِ السَّلاَمِ كَانَ يَأْكُلُ مِنْ عَمَلِ يَدِهِ (أخرجه البخري) .

> "Narrated *by Miqdam ra. The Prophet Rasulullah SAW said: Nobody has ever eaten a better meal than that which one has earned by working with one's own hands. The Prophet David used to eat from the earnings of his manual labor*." (Al-Bukhori, n.d.)

This hadith has the keywords: eating, self-earning, and Prophet David. These three keywords are inseparable. This explanation is supported by another teacher (W.2.Gr1) who stated:

> *"The existing hadith teaches children to earn food from their own hands. The current term is entrepreneurship/self-employment."*

The implementation of this activity also refers to the vision and mission of ACK, namely:

Vision:

> *"Producing a healthy, faithful, noble Muslim generation that is also intelligent, independent, creative and superior in quality." (Doc. KSOP ACK)*

The vision statement shows 7 keywords, namely healthy, faithful, noble, intelligent, independent, creative, and superior. The seven keywords are manifested through the following missions:

Mission:

1. *Building a strong foundation of faith based on the Qur'an and Hadith;*
2. *Educating students to have good morals and become pious, independent, creative, and intelligent Muslims according to Islamic values to live together in the family and community environment;*
3. *Maintaining quality and competitive education;*
4. *Serving holistic and integrative early childhood education (Doc. KSOP ACK)*

The mission operationalizes the keywords in the vision, so they can be easily defined as goals. The goals are:

Goals:

1. *Developing their intelligence optimally*
2. *Educating children to be independent in taking care of their own needs*
3. *Enhancing their creativity to the maximum and with superior quality*
4. *Becoming a kindergarten institution that provides child development services based on holistic and integrated Al-Qur'an and Sunnah*
5. *Providing various attractive, safe, comfortable, and child-friendly facilities and infrastructure to support children's growth and development*
6. *Establishing cooperation and agreement with parents regarding joint parenting*
7. *Collaborating with parents regarding parental participation in various school activities (Doc. KSOP ACK)*

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Vision, mission, and goals can be mapped into the relationship between vision & mission, vision & goals, and mission & goals. These relationships can be seen in the following table.

Table 1. Relationship Mapping between Vision and Mission of ACK

Keywords of Vision	Mission
Faithful Muslim generation	Building a strong foundation of faith based on the Qur'an and Hadith
Healthy Muslim generation	Serving holistic and integrative early childhood education
Muslim generation with noble character	Educating students to have good morals and become pious, independent, creative, and intelligent Muslims according to Islamic values to live together in the family and community environment
Intelligent Muslim generation	Maintaining quality and competitive education
Independent Muslim generation	Serving holistic and integrative early childhood education
Creative Muslim generation	Serving holistic and integrative early childhood education
Superior Muslim generation	Serving holistic and integrative early childhood education

Table 1 shows that the keywords are in line with the mission, which also ultimately aligns with Market Day activities. This program emphasizes the keywords independent, intelligent, creative, and superior to support the achievement of children who are noble, healthy, and faithful.

The relationship between ACK's vision & goals and entrepreneurial development can be seen in the table 2.

Table 2. Relationship Mapping of Vision and Goals of ACK

Keywords of Vision	Goals
Faithful Muslim generation	Becoming a kindergarten institution that provides child development services based on holistic and integrated Al-Qur'an and Sunnah
Muslim generation with noble character	1. Providing various attractive, safe, comfortable, and child-friendly facilities and infrastructure to support children's growth and development 2. Establishing cooperation and agreement with parents regarding joint parenting 3. Collaborating with parents regarding parental participation in various school activities
Intelligent Muslim generation	Developing their intelligence optimally
Independent Muslim generation	Educating children to be independent in taking care of their own needs
Creative Muslim generation	Enhancing their creativity to the maximum and with superior quality
Superior Muslim generation	Enhancing their creativity to the maximum and with superior quality

Table 2 shows the relationship between vision & goals and entrepreneurial development seen in the vision's keyword *independent*, which refers to educating students to be independent in taking care of their own needs. The keyword *creative* refers to the goal of optimizing children's creativity with superior quality, which leads to the goal of enhancing students to have superior quality in all aspects of student development.

The relationship between ACK's mission & goals and entrepreneurial development can be seen in the table 3. Table 3 shows the relationship between the mission & goals of ACK and entrepreneurial development, which can be seen from the mission of "Educating students to have good morals and become pious, independent, creative, and intelligent Muslims according to Islamic values to live together in the family and community environment," which is described in the goal of educating students to be independent, achieved through cooperation between school stakeholders.

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Table 3. Relationship Mapping of Mission and Goals of ACK

Mission	Goals
Building a strong foundation of faith based on the Qur'an and Hadith	Becoming a kindergarten institution that provides child development services based on holistic and integrated Al-Qur'an and Sunnah
Educating students to have good morals and become pious, independent, creative, and intelligent Muslims according to Islamic values to live together in the family and community environment	1. Enhancing their creativity to the maximum and with superior quality 2. Developing their intelligence optimally 3. Educating children to be independent in taking care of their own needs
Maintaining quality and competitive education	1. Establishing cooperation and agreement with parents regarding joint parenting 2. Collaborating with parents regarding parental participation in various school activities
Serving holistic and integrative early childhood education	Providing various attractive, safe, comfortable, and child-friendly facilities and infrastructure to support children’s growth and development

The relationship between the vision, mission, and goals of ACK is supported by one of Aisiyah’s administrators regarding entrepreneurship being the spirit of Muhammadiyah, the statement is as follows:

> *“The founder of Muhammadiyah, KH. Ahmad Dahlan, stated, “Live Muhammadiyah, and do not seek a living in Muhammadiyah.” His other statement, “Muhammadiyah today is different from Muhammadiyah in the future, therefore, young Muhammadiyah members must pursue education and seek knowledge (and technology) wherever they are. Be a doctor, and back to Muhammadiyah. Be a master, engineer, and (professional), and back to Muhammadiyah."* (w.kac.3)

The focus of both statements is that while studying at Muhammadiyah and Aisyiyah, students must be able to work independently, so they can later help the organization with the wealth they have acquired – whether material, spiritual, physical, financial, or professional.

Implementation of Entrepreneurship through Market Day

Market day is the kindergarten's effort to develop an entrepreneurial spirit integrated with entrepreneurial character and numerical, literary, and financial literacy. The principal of the kindergarten expressed this as follows:

> *“This Market Day aims for students to have a strong entrepreneurial spirit, honest attitude, mutual cooperation, and literacy to recognize written literacy, both related to numbers and letters in each stall”* (TK ACK, 2022) (D-KS1).

This statement was reinforced by observations on the first day, where parents were seen present to deliberate in small groups according to the grouping of their children. Parents discussed the model of their children’s sales stalls and implemented the results of their deliberations.

Figure 1. Parents are working together to prepare the stalls on the Market Day.

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Figure 1 shows the enthusiasm of parents in preparing the stalls. The father or mother represents some parents. Parents' cooperation is only about designing and beautifying the stall.

On the same day, the children prepared products to sell during the Market Day. Funds from student guardians, which is Rp10,000 per student, will be used as business capital and returned to the children to shop for materials to make products according to a predetermined schedule.

As a director, the ACK Kindergarten Teacher Team invites children to think critically and work together to make products. Class B (*Marwah*) made popcorn, melon juice, dragon juice, and trinkets (bead bracelets). Class B (*Muzdalifah*) made a snack bouquet, mambo ice, and choco wafer. Class B (Arofah) made *churros*, *jasuke*, jelly satay, *choki-choki* ice, and slime. Group B (*Mina*) made soap bubbles and biscuits. Group A (*Shofa*) made jelly pudding and stickers. Playgroup (KB) made juice and decorated pencils. These products are children's work, although not all are perfect. The documentation picture is as follows.

Figure 2. The students are preparing items to be sold on the Market Day

Figure 2 shows children making items for their stalls. A variety of items include beverages (melon juice, dragon fruit juice, mambo ice, jelly pudding, jelly satay, and ice made from *choki-choki*), food (popcorn, churros, *jasuke*, biscuit, and choco wafer) and simple equipment such as trinkets (bracelet from beads), stickers, soap bubbles, snack bouquet, slime, and temple stickers).

The documentation of the activity is as Figure 3.

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Figure 3. The children are acting as sellers on the Market Day

Figure 3 illustrates that the Market Day resulting from the collaboration between students, teachers, and parents is exciting. Students are enthusiastic and cheerful faces guarding the stalls that their parents have prepared. Students are dressed in ACK Kindergarten attribute t-shirts with accessories they wear. This activity presents students' parents as buyers of students' products. This presence adds to the enthusiasm of students to sell. This was confirmed by one of the parents with the following statement:

> *"Our presence as parents increases the enthusiasm of children to sell their products because parents also buy products." (parent interview: 1).*

This statement shows that the presence of parents, in addition to enlivening Market Day activities, also increases students' enthusiasm for selling.

In maintaining the stalls, students practiced offering their products to visitors, bargaining with buyers, and deciding how much return money to give buyers. The documentation can be seen below.

Figure 4. Students' transaction activities on the Market Day

Figure 4 shows that Market Day can train children's oral communication by promoting their products and attracting buyers to buy them. This courage is based on the statement from one of the student's parents as follows:

> *"I never thought that my child would dare to speak, offering his products with great joy; unlike when he was at home, he was more silent."* (interview with parent: 2)

Courage in offering products is verbal communication indirectly taught in Market Day activities. This situation distinguishes between verbal communication and expressiveness at home and during Market Day. This statement is reinforced by other parents as follows:

> *"My tiredness disappeared in preparing the stall when I saw firsthand that my child was very excited to promote her products. Very unlike his habits at home."* (interview with parent: 3)

Both statements show that children practice expressive oral communication, which is the impact of communication on Market Day.

In addition, children train themselves to transact in cash to learn financial literacy through the numbers and letters in the currency being transacted. They indirectly recognize the literacy of addition and subtraction calculations.

Discussion

Market Day, organized at ACK Kindergarten, has been running for a long time and has survived until now because there are external and internal spirits. Internally, the affiliation, *Muhammadiyah/Aisyiyah*, emphasizes independence. ACK also strengthens the embedding of

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entrepreneurship institutionally, as seen from its vision, mission, and goals. This strengthening aligns with the following Hadith if it continues to be nurtured.

عَنْ عَاصِمْ بْنِ عُبَيْدِ اللهِ عَنْ سَالِمْ عَنْ أَبِيْهِ قَالَ قَالَ رَسُوْلُ للهِ صَلَى اللهُ عَلَيْهِ وَسَلَّمَ إِنَّ اللهَ يُحِبُّ الْمُؤْمِنَ الْمُحْتَرِفَ

"Narrated by Ashim Ibn 'Ubaidillah from Salim from his father, the Messenger of Allah (pbuh) said: *"Verily, Allah loves the believer who works."*' (Al-Baihaqi, n.d.)

The Market Day involves parents not in its implementation but in preparing stalls for children to sell their products. This involvement was a response to the improvement of the previous year's Market Day implementation. In addition, this participation was strengthened by the presence of parents in the activity. This presence strengthens children's enthusiasm for trading. This finding is in line with the findings of Dewi et al. (2024) that the presence of parents in market day events can provide additional motivation for students.

Buying and selling activities on the Market Day train students to be confident, talk to other people, and practice persuasion to others to buy their products. In addition, students practice bargaining, negotiating prices, and calculating returns and income from their sales. Students in this activity become more courageous, confident, honest, and disciplined and have literacy, numeracy, and financial literacy.

The most important and appropriate time to start the mindset of independence in business can be through formal and non-formal early childhood education. This is because early childhood education is a coaching effort aimed at children from birth to six years of age, which is carried out by providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education. This level of education is one form of education that focuses on laying the foundation for physical growth and development (fine and gross motor coordination), intelligence (thinking power, creative power, emotional intelligence, spiritual intelligence), socio-emotional, language and communication, by the uniqueness and stages of development passed by early childhood. This is what underlies the importance of organizing this Market Day activity.

This activity also fosters a love of reading and provides direct experience of being a seller and buyer (Macro Role Play) for early childhood to be exciting. Because the various items in the stall are sold, the sales are neatly organized, and the products are lined up in the schoolyard as attractively as possible, with multiple writings prepared. Children are enthusiastic about taking care of the stand or selling products, while still maintaining the queue when buying.

The results of this study are in line with the findings of Ismaiyah et al. (2022), which show that children can actualize themselves according to their needs, namely at an early age based on their interests, talents, and skills, which can encourage children to understand their needs. In addition, these findings also strengthen the conclusions of Idamulyani et al. (2024) that Market Day activities are effective in improving the financial literacy and cognitive abilities of symbolic thinking of children aged 5-6 years. The skills that appear in Market Day can strengthen the mastery of 21st century skills: : Communication skills, Creativity, Collaboration, Social skills, Literacy skills, Social responsibility, Innovation skills dan Thinking skills.

Conclusion

The results of this study conclude that Market Day at ACK Kindergarten is described as the participation of parents, not in its implementation, but in the preparation of stalls for their children to sell their products. In implementing Market Day, students make the items to sell. Students practice selling by verbally offering the products sold to visitors, writing down the types of products sold with the help of their parents, practicing bargaining for prices and agreeing on them, and calculating returns and income from their sales. In this activity, students become more courageous, confident, honest, disciplined, and have literacy, numeracy, and financial literacy. It is

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recommended that this activity be integrated into the early childhood education curriculum. It is necessary to explore this activity's long-term impact and effectiveness in different age groups. Future research needs to be more in-depth regarding the long-term impact of market day activities on children's entrepreneurial mentality and the need to develop market day activities through project-based learning with the involvement of teachers who have entrepreneurial experience.

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